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This report describes the background, objectives and accomplishments of the first year of a projected four-year study to develop meaningful criteria for evaluation of materials which the adult new reader could employ successfully in meeting the specific needs of his life situation. Literacy programs have been weakest in bridging the gap between minimal literacy skills and the reading habit, and one of the major obstacles is finding appropriate materials related to the new reader's needs. Because of uncertainty about what is needed, publishers have been slow to produce materials, and teachers and librarians experience difficulty in selection. Accomplishments of the planning year include: (1) the development of the research design, (2) determination of procedures to be used for collecting information about the reader and the materials, (3) establishment of tentative criteria for evaluation of materials, (4) initiation of the identification and assembling of reading materials, (5) an intensive review of studies by reading specialists, social scientists and adult educators, and (6) contacts and tentative agreements for cooperation made with thirteen public libraries. Appendixes include a list of sources of materials for the adult new reader and a bibliography of 163 items. (JB)

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LIBRARY MATERIALS IN SERVICE TO THE ADULT NEW READER
Phase I: The Planning Year

October, 1968

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Phase I: The Planning Year

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October, 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

The problem of the planning year was to establish a research design for the development of evaluative criteria for reading materials for the adult new reader. The final plan for research is a summation of the findings in relevant research literature, many consultant conferences, the deliberations of the Advisory Committee, and final staff decisions. The findings of relevant research in fields of sociology, psychology, adult education as well as library science and current practice in public library services to the culturally disadvantaged population were surveyed.

Consideration of the major aspects of the problem resulted in the defining of the problem, basic assumptions, objectives, scope, and research methods to be used in the collection of data.

I wish to acknowledge and emphasize how appreciative I am of the highly professional and technical advice provided for the Library Materials Research Project by librarians and University faculty. However, in the final analysis, the principal investigator and Director is responsible for the interpretation of this advice and its incorporation into the design.

One of the first steps in the planning year was the appointment of the Advisory Committee. Its members, consisting of experienced practicing librarians responsible for services to adult new literates in the inner city public libraries and of research oriented specialists in adult reading, adult education, sociology, psychology, and library adult services, were a major source of advice and counsel in criticizing proposals in research design.

They examined critically staff proposals and working papers and discussed in detail problems and procedures in two two-day meetings held in Madison on November 6 and 7, 1967, and March 14 and 15, 1968. Throughout the year, they advised the Director on specific questions and in development of each research method.

I am indebted and grateful to my colleagues in librarianship: Meredith Bloss, John C. Frantz, Muriel L. Fuller, Peter Hiatt, Fern Long, and Bernice MacDonald. They particularly helped to decide on objectives and major focus and scope of the study, advised on the role and selection of the cooperating public libraries, and conceived new ways for the dissemination of findings.

The University faculty members had an important role in advising on research methods and procedures. Each was able to speak on the problem of establishing the research design from the viewpoint of his field of

knowledge and scrutinized ideas and principles in the general interchange of ideas. They met in a special session to help define scope and methodology, and I am grateful to them: David Bradford, Burton R. Fisher, Vernon Haubrich, Wayne R. Otto, and Wilson B. Theide. Myron J. Lefcowitz, Assistant Director, University of Wisconsin Institute for Research and Poverty, helped to clarify problems related to study of the reader and gave technical advice in planning the population study.

William F. Brazziel, Virginia State College, Norfolk Division, uted to various aspects of the research and in particular to the final development of the Norfolk study, "Guided Reading vs. Free Reading."

I am particularly indebted to Margaret E. Monroe, Director of the University of Wisconsin Library School, and under whose guidance this research is carried forward. She has given unstintingly of her time and contributed from the wide background of her professional knowledge to every aspect of the research plan from its beginning as a proposal for research. Her special knowledge and interest in materials analysis has strengthened the foundation on which the entire study is based.

Similarly, James Krikelas, Research Coordinator, has contributed by his advice and guidance to the Director, his participation at Advisory Committee meetings and staff conferences. He has advised especially on questions and methodology, budget, and reporting.

The materials analysis study is the central point of this research. The Materials Analysis Coordinator, Mrs. Orrilla Blackshear, as fellow worker and Program Associate, has been invaluable. She has discussed issues, aided in organization of staff, and initiated first steps for the materials analysis study. An outstanding book woman in the profession, she brings special talents in the interpretation of literature, and experience in planning services for adult illiterates.

SUMMARY

This is the final report for the first year of a projected four-year study of Library Materials in Service to the Adult New Reader. The purpose of this report is to outline the general problems, identify the concern of librarians serving the adult new reader, describe the scope and accomplishments of the first year, and to give a brief general statement of the direction of the project for the next three years.

Once the functionally illiterate adult has mastered the skills of reading, he must move into the habit of the regular use of the printed word. Bridging the gap between minimal literacy skills and the reading habit is essential to the purposes of the literacy program: employability, good citizenship, and fulfillment of personal potential. Literacy programs have been weakest in bridging this gap. One of the major obstacles to teaching the functionally illiterate adult to read and to encourage him to continue reading is finding appropriate and interesting materials related to the new reader's needs. Publishers have been slow to produce these because they are uncertain about what is needed; teachers and librarians experience difficulty in selecting materials for the same reason.

The primary objective of this research on library materials in service to adult new readers is to develop meaningful criteria for evaluation of materials currently available, as well as materials yet to be published, which the adult new reader, improving his reading skills and habits, could employ successfully in meeting the specific needs of his life situation. Such materials may help him to achieve competence in his personal and social life, his job, and community affairs.

The objectives of the first phase, the planning year, of this research were: to develop a research design for accomplishing the primary objective of the study of library materials for the adult new reader; to begin to identify the various materials that have been useful in serving the adult new reader; to assemble this material and through careful objective examination--by formulating tentative criteria and establishing procedures for testing--to determine common criteria which could be used in evaluating other materials; to identify as many variables which describe the characteristics of the adult new reader and the situations which determine his reading needs in order to relate the criteria to this context of use.

The procedures to be used for the collection of information about the reader and the materials suitable to his interests and needs are: the materials analysis study; a population study of the target audience; analysis of materials use in the context of national adult literacy programs; and experimental field study with two guided reading groups and a free reading group; and a study of creative literature and locally produced materials.

LIBRARY MATERIALS IN SERVICE TO THE ADULT NEW READER

PHASE I: THE PLANNING YEAR

I INTRODUCTION

This is the final report for the first year of a projected four-year study of library materials in service to the adult new reader. The purpose of this report is to outline the general problems, identify the concern of librarians serving the adult new reader, describe the scope and accomplishments of the first year, and to give a brief, general statement of the direction of the project in the next three years.

I-A Background

The problem of adult illiteracy in the United States is of awesome dimensions. The proponents of the Adult Education Act of 1966, financed by the federal government, estimated that over 23 million adult men and women in the United States have not completed eighth grade and over 11 million of these have less than a sixth grade education.[1] Educators consider them functionally illiterate. They are found in every city in the country and on almost every social and economic level.[2] Some are, technically, high school graduates. Unfortunately, the problem will continue in spite of efforts to eliminate illiteracy. The United States Census Bureau estimates that by 1980 there will be more than five million persons 25 years and over with less than five years of schooling and over 21 million with less than eight years.

A number of agencies in this country have been concerned with the problem of the adult illiterate. Not insignificant has been the vital contribution of the public library and this effort has been chronicled by Maltby,[3] Alessios,[4] and, more recently, by

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[1] U.S. Census of Population 1960, U.S. Summary, Detailed Characteristics, Final Report. P.C. (1) - D, 1-104.

[2] Robert J. Lampman, Population Change and Poverty Reduction, 1947-1975. (Institute for Poverty Research, The University of Wisconsin, (1966).

[3] Adelaide B. Maltby, "Immigrants as Contributors to Library Progress," Proceedings of Thirty-Fifth Annual Meeting of ALA (Kaaterskill, N.Y., 1913), 150-154.

[4] Allison B. Alessios, The Greek Immigrant and His Reading (Chicago: American Library Association, 1926).

Hiatt.[5] During the last decade the role of the public library in organizing reading improvement programs has been recognized by a few libraries. More and more educators and librarians recognized the close relationship between the reader and the readable materials and the importance of a variety of reading materials that meet individual needs.

The relevance of libraries and library materials in the education of the disadvantaged and ill-educated adults has been recognized by several of the large city libraries. In Baltimore (Md.), the Enoch Pratt Free Library initiated, in 1965, "an experimental, flexible program opening the walls of the library and carrying it into the community, to a greater degree than it had done before." The library service, thus, became "a Component Program 'Library Services' in Baltimore's Community Action Program."[6]

The Reading Improvement program of the Brooklyn (New York) Public Library began as an experimental research program in 1955. Any adult reading at less than a sixth grade level is given individual attention.[7] This highly successful program is unique.

Cleveland (Ohio) Public Library supplies reading materials for the Adult Basic Education program of the Board of Education and the Books/Jobs program, and has experimented with teaching adult illiterates.[8]

The inability of the functionally illiterate adult to realize his personal potential and to make his contribution to the common welfare constitutes not only a loss to the society of which he is a part, but, very often, is a drain on that society's resources. This problem is recognized and efforts to solve it are being made, although more remains to be done. There are many programs throughout the country aimed at teaching adults to read. But learning to read is not sufficient of itself. The reader must continue to practice his newly acquired skill or he will lose it; the original purpose of teaching him to read--to increase his job opportunities and to assist him in becoming an informed citizen able to participate knowledgeably in the life of his community--must be ensured. Once

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[5]Peter Hiatt, "Urban Public Library Services for Adults of Low Education," Library Quarterly, XXXV (April, 1965), 81-96.

[6]Evelyn Levy, "Library Service in the Inner City," Wilson Library Bulletin, LI (January, 1967), 471-478.

[7]Richard L. Keller, "How the Brooklyn Public Library Helps the Functional Illiterate," ALA Adult Services Division Newsletter, (Fall, 1967), 5-8, 13.

[8]Thomas E. Barensfeld, "The Limited Adult Reader," Library Journal, LCII (September 15, 1967), 3004-7

the functionally illiterate adult has mastered the skills of reading, he must move into the habit of the regular use of the printed word. Bridging the gap between minimal literacy skills and the reading habit is essential to the purposes of the literacy program: employability, good citizenship, and fulfillment of personal potential. Literacy programs have been weakest in bridging this gap.

One of the major obstacles to teaching the functionally illiterate adult to read, and to encourage him to continue reading, is finding appropriate and interesting materials related to the new reader's needs. Publishers have been slow to produce these because they are uncertain about what is needed; teachers and librarians experience difficulty in selecting materials for the same reason.

Librarians, nevertheless, as well as other professionals, working in various educational and community service agencies, have been able to identify some materials which have been used in programs of service to the adult new reader. Such programs have been successful in identifying only a small portion of the circumstances, motives, and needs of the adult new reader. Baltimore's experience in service to the disadvantaged illustrates the need to identify and analyze materials for the culturally deprived families. A major study of library services to functionally illiterate adults, undertaken by Bernice MacDonald in 1964-1965, showed that services were hampered by fundamental lack of knowledge about materials as well as the lack of materials. She concluded that despite the confident leadership shown by fifteen libraries and librarians' sensitivity to problems of poverty and limited opportunity, and although many agencies are supplying teaching needs, "no agency is taking agressive and responsible charge of meeting the very desperate and urgent needs and the transition into continued reading."[9]

I-B Objectives

The primary objective of this study of library materials in service to adult new readers is to develop meaningful criteria for the evaluation of materials currently available, as well as materials yet to be published, which the adult new reader, improving his reading skills and habits, could employ successfully in meeting the specific needs of his life situation. Such materials then may help him to achieve competence in his personal and social life, his job and community affairs.

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[9]Bernice MacDonald, Literacy Activities in Public Libraries (Chicago: American Library Association, 1966), p. 35.

The objectives of the first phase, the planning year, of this research were:

- to develop a research design to accomplish the primary objective of the study of library materials for the adult new reader;
- to begin to identify the various materials that have been useful in serving the adult new reader; to assemble this material and through careful objective examinations--by formulating tentative criteria and establishing procedures for testing--to determine common criteria which could be used in evaluating other materials;
- to begin to identify variables which describe the characteristics of the adult new reader and the situation which determines his reading needs in order to relate the criteria to this context of use.

The problem of guidance and support for continuing reading with the adult new reader are related to two important conditions: the lack of appropriate reading materials and the failure to relate materials to realistic reading situations in the normal life patterns of the adult new literates. The library profession's concern in this area is understandable, because the public library is both a natural supplier of such reading materials and stimulator of the use of these materials in the natural reading situation and the librarian is the logical adviser in providing reading guidance to individuals and groups.

II SCOPE AND LIMITATIONS

The scope and limitations of the projected research were developed after conferences with the Advisory Committee to the Library Materials Research Project and through discussions and correspondence with public librarians, educators, and sociologists.

This study concerns library materials for the adult new reader in the context of use; a problem on which no research has been done. Of equal importance are the library and other agency programs and the librarian, or educator, as adviser, interpreter, teacher. Studies of reading improvement programs have stressed that the real success of these programs is related to the individual reader's desire to improve the content and quality of his reading.[10] It is recognized that further study of these two elements (programs and personnel) need to be undertaken, but had to be excluded from this project.

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[10]Bernice MacDonald and Faye Simkin. Adult Reading Improvement ("ASD Guide to the Literature of Adult Services," No. 2: Chicago: ALA Adult Services Division, 1967).

Another basic problem considered was related to the matter of definition of terms most significant to the project: "library materials" and "adult new reader."

II-A Library Materials

Research for this project must be concerned with materials for the adult new reader, no matter what the context or use of the material suggests because the concept of what constitutes library-type materials constantly expands and today includes practically every media of communication. Furthermore, library resources and the nature of services are undergoing a change which results in channeling materials through many professional and semi-professional agencies. In addition the public library now participates in a variety of adult educational programs giving direct service to the reader. Such programs and services create opportunities for those who have acquired reading skills and want to continue learning and gain new knowledge and insights through use of library materials. In this respect this study may be able to project readers' needs and forms of materials so that it meets the needs of the future, not merely the present.

These materials, in fact, must include a broad range of reading content and choices so as to satisfy diverse interests and purposes. For the purpose of this study, therefore, library materials were defined to mean:

- printed materials designed for the adult new literate to help him move from minimal literacy to more mature reading level;
- nonprint materials only where they are an integral part of a reading program based on the printed material;
- reading materials that embody values, background, and experiences that make a direct appeal to this special group of readers (e.g., classics whose truths transcend the era, indigenous contemporary creative writing, and locally developed learning materials.
- materials which may reinforce and strengthen the more formal instructional materials used in the curriculum of adult education agencies.

II-B Adult New Reader

An acceptable definition of the adult new reader had to be established for purposes of the project research.

H. Alan Robinson on his "stairway of reading literacy" places adults who are able to read at grade levels 1-4 only one step beyond complete illiteracy. They are "barely able to contend" with the adult reading materials available. They often regress to complete illiteracy because of lack of use and practice.

They move from this low-level literacy to partial literacy when they are able to read at grade levels 5-6. At this point they are able to read essential information for daily living and working at low levels. Rapid progress is possible where there is help for those who are capable. Regression takes place when opportunities for extensive reading are not available.[11]

Today an individual must be at the eighth grade literacy level to be counted functionally literate, i.e., he is able to function in everyday situations. Many adults have had no opportunity to acquire basic education. Many adults lapse into illiteracy because they have failed to learn while in school, are dropouts from school, or because they have no reading materials suited to their needs and no knowledge of, or access to, resources that constitute a rich reading collection, e.g., a library.[12]

This study, it was decided, will be concerned only with this group of readers. It will attempt to identify materials for adults; 16 years of age and over; whose native language is English, or who are learning English as a second language, whose formal education is limited; and who are able to read up to the eighth grade level.

Within this scope of the study it is recognized that additional limitations will be imposed by considerations given to design of methods for securing data. The nature of these limitations are discussed in section III.

III THE GENERAL DESIGN

The rationale and development of the research design for the remaining three-year period of the investigation is seen through the general design evolved for study of materials and readers. The problem of establishing evaluative criteria for the selection and creation of relevant reading materials for the adult new reader is most complex because of the diversity in the population and in materials, and the lack of knowledge about them.

A strong interrelationship exists between getting data about the reader and the material. The procedure for this design was developed to allow looking at those situations which would permit securing data bearing upon both elements of the problem--library reading materials and the adult new reader.

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[11] H. Alan Robinson. "Libraries: Active Agents in Adult Reading Improvement," ALA Bulletin, LVII (May, 1963), 417.

[12] Wayne Otto and David Ford. Teaching Adults to Read. (New York: Houghton Mifflin, 1967).

The adult new reader himself is a most important source for the identification and evaluation of reading materials useful or potentially useful to him. It is essential that the research design provide a method for reaching him in order to find what factors may contribute to differences in the use of a variety of reading materials. For example, might these characteristics be age differences, ethnic differences, motivational, or environmental differences? Furthermore, a study of the reader should provide the opportunity to determine whether attitudes toward the material and toward reading for information, recreation, and continuing education are significant to use.

III-A Procedures: Library Materials

It was decided that content analysis of the existent reading materials would be the research method most applicable. Material will be analyzed on a qualitative basis. The tentative standard criteria are based on traditional library selection standards (format, content, usefulness, user) and on new categories derived from sociological research literature related to life-styles and needs of adult new literates (reading interests, points of view of culturally disadvantaged, style and vocabulary).

Procedures for formulation of criteria are established on a continuing basis throughout the study. It is felt that:

- the reading materials being used in current library development programs and innovative services to the inner city population are dependable sources for identification of titles, and consequent assembling for study;
- there is some validity in the bibliographies of collections built by librarians;
- it is possible to depend, to a degree, on experienced librarians' opinions; and
- the findings of adult educational and sociological studies of this user group are relevant.

Materials so identified and assembled will be analyzed in minute detail using the tentative criteria. The criteria will be modified and revised as the results of supportive data and of the four major investigations are known.

Procedures for collection of data about materials include:

- compilation of a bibliography of titles with bibliographic and critical information;
- sending questionnaires to librarians eliciting evaluations and opinions on specific titles;
- consultations with reading specialists;
- continuing analysis of materials;
- revisions of criteria in light of insights and data gained in field studies.

The analysis of reading materials will result in: criteria to be used in measuring library reading materials for specific purposes of the adult user in definable reading situations; bibliography of materials for the adult new literate, and reports on characteristics and needs of the reading group being studied.

During the first two years of the study the indigenous creative literature and locally produced materials are identified and assembled for content analysis and special study.

The development of reading materials to fit the needs of particular groups and individuals by teachers in adult basic education is becoming more widespread. At the same time new readers and participants in programs for the culturally disadvantaged are expressing their own ideas and feelings in writings that are read by others in their reference group. These materials are being identified by educators and librarians, by authors and publishers. Some have been printed for private distribution; some have been published by trade publishers.

The purpose of this study would be the identifaction and analysis of these materials for their similarities and differences with other materials studied. New findings and additional insights would be incorporated into criteria and bibliographies resulting from the entire study.

The study would be carried out by a doctoral student at the Library School. The methodology and specific objectives and questions would be determined later. It is envisioned now as an important study that could be incorporated into the research project. The research design would be planned for accomplishment within the second eighteen months of the project.

III-B Procedures: Adult New Reader

A survey of the literature confirmed the belief that many of the adult new readers could be characterized as being members of the large heterogenous population in cities. It is possible that this group can be separated into smaller more homogeneous groups. The diversity of the population creates a complex problem in identification of the adult new literate and the collection of information about him.

On the basis of population statistics, and published findings in sociological and educational research, it was decided that the total population of adult new readers might be characterized primarily as disadvantaged, with low incomes at a poverty level, poorly educated. Not all such persons are functionally illiterate or ill-educated, but such circumstances increase the lielihood that they will be. They will have had limited or no exposure to books and libraries. Past studies have established that the major factors

correlated with library use and reading are the education of users and the accessibility of library resources.

It was evident that the adult new literates live both in rural and urban environments. Many have moved from country to city. Many are non-English speaking. They have various cultural backgrounds.

A number of studies of culturally disadvantaged groups exist. These studies have not distinguished the unique characteristics of the education-oriented group within the broader cultural group. The characteristics of that segment of the culturally disadvantaged population that chooses to become readers have not been identified.

Not all adult literacy agencies give the same kind of program and, therefore, their needs as well as those of the user, who in this study is the adult new reader, are not the same. Furthermore, similar agencies (i.e., public libraries) tend to have different programs and serve different types or categories of individuals with different needs. Again, the solution to this problem was to find as many different programs which attract different types of adult new readers. Because such a procedure also produces an exceptionally large number, it was decided to invite the assistance of a few libraries with different types of programs. These programs are innovative and experimental or extension of regular service. Both participants in the programs and the materials used by them will be studied.

The survey of the population, consequently, will be of a group of adult readers. The survey sample is drawn from places where public library materials' services have been extended to the reader group with whom this study is concerned. Necessarily these public library programs are disproportionately urban. Although the rural population of adult new readers is not included, it is known that many of the urban residents in the inner city are likely to have a rural background.

These respondents, then, are drawn from participants and students in selected public library reading improvement programs and from a second group of adult new readers, who are identifiable among the students of certain national adult literacy programs.

These various national programs across the country have created new opportunities in education for adults to gain basic education and skills and have fitted their resources to the immediate needs of adult students. Federal funds help to support such programs as: Adult Basic Education, Manpower Development and Training, Job Corps, United Immigrants Opportunities, Aid-to-Dependent Mothers. Social agencies and industry have also organized new programs, e.g., Opportunities Industrialization Centers, Skills, Inc. Adult literacy programs included in the research project are selected because of

their substantive program and use of a variety of materials in various instructional activities, as well as their links with public library resources.

The data for the study of adult new readers is secured from direct personal interviews with participants. It is necessary to gear this study to budgetary, staff, and time limitations and secure a reasonable sample with reliable data. Approximately 500 participants are to be drawn from a selected sample in cities where the cooperating public librarians have innovative library programs and well coordinated substantive materials service to selected adult literacy programs. The interview based on a carefully constructed and pretested set of questions is directed to persons known to have been involved in library reading programs or adult literacy agency programs. It is believed that it will be possible to learn about attitudes and feelings of readers toward reading as well as their opinions of specific printed materials or titles.

The Wisconsin Survey Research Laboratory will conduct the field operations through trained interviewers, will code and tabulate the data. Obstacles and hazards to collection of reliable data among this population are many. It is recognized that readers may be highly sensitive on the subject and the procedure, possibly antagonistic, already subjected to many interviews, and difficult to find because of extreme mobility. On the other hand, it appears after discussions with librarians in the cooperating public libraries that adults will have a feeling of good will and interest which will assure their help. Researchers have found[13] many adults and young adults anxious and willing to talk.

Data will be collected on the relevance of reading materials in the context of the user. Data about the adult new reader will be used for the purpose of describing the participants in the sample in terms of prominent social traits--age, sex,
tion, occupation, mobility, reading needs and patterns, motivations, opinions about reading materials in terms of their life styles and their perception of the role reading materials can have in their lives.

No data from a control sample of adult nonreaders will be collected. It should be possible, in certain instances, to contrast the findings with published findings from sociological studies about the total population. Differences and similarities will be looked for in the analysis between sub-groups that may be identified within the adult new reader sample. If a homogeneous group of readers with

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[13] Cervantes, Lucius F. The Dropout: Causes and Cures (Ann Arbor: University of Michigan Press, 1965).

common characteristics and common uses of reading materials can be identified, specific criterion for measuring adult reading materials and for identifying specific materials for use by the adult new literate may be evident.

The third procedure for collection of data about readers and materials is the national adult literacy study. A summary study will be made based on documents and publications and conferences with administrators to determine characteristics of the program, e.g., purpose, objectives, materials used, materials needed to reinforce and strengthen the program. To secure further data about the nature of materials used and promoted by a program, a questionnaire will be sent to the major programs identified in the study. A selected sample will be visited and administrators and teachers interviewed. Finally, case studies of selected programs in relation to material needs may be conducted.

The experimental investigation, Guided Reading vs. Free Reading, Norfolk (Va.), will permit a study of the interaction between materials and readers. Major parts of this study include:

- selection of materials based on criteria established during the first part of the materials analysis;
- the training of nonprofessional and professional librarians in reading guidance for adults;
- the selection of three reading groups on the basis of demographic data and literacy attainments;
- the measurement of reading activity and use of materials;
- the determination of reading progress in terms of materials;
- techniques relied upon for data will include: the participants reporting through series of reading logs and librarians' reports on individual reading.

Within the five major methods for the research the design for investigation is flexible. Procedures will be developed so as to permit changes as progress is made and indications of more appropriate procedures can be based on new facts and conditions.

Even more important, will be the channeling of findings from one study to another. The population study will draw a sample of students from the national adult literacy programs with which the cooperating public libraries coordinate library materials services. The information gained in the population study and national adult literacy study will be used in selection of materials of the locally and indigenous literature for the indigenous creative literature study. Materials analysis will supply data for the interview schedule, the Norfolk study, and the indigenous creative literature study.

These procedures outlined above will supply supportive data to the development and modification of the final criteria. The initial (i.e., tentative) criteria have been developed from the following sources:

- traditional public library book selection principles and standards;
- current book selection principles and standards in contrast to more traditional standards, developed by experience gained in innovative programs;
- the findings reported in studies about the target population by social scientists and adult educators;
- the findings reported in studies on reading and readability by reading specialists;
- the judgment of experienced librarians.

These sources have produced a tentative list of criteria which will be submitted for periodic review, evaluation, and modification by a panel of experts and the project staff.

IV ACCOMPLISHMENTS

The accomplishments of the planning year include: the development of the design as described in the preceding sections of this report and the resultant activities required in the planning and preparatory work necessary to carrying out the research procedures.

The problem of establishing criteria for the evaluation of printed materials for adults who are moving from minimal literacy to functional literacy and more independent reading in this study (as has been shown) involves primarily materials and readers. It was decided that appropriate strategy for studying both readers and materials and their interrelationship was to collect data from several different situations and analyze the materials in the light of the findings of each separate piece of research. The attack on the problem proceeds through five studies using different and appropriate techniques for the collection of that particular data. The five parts of the study include:

- collection of data about materials in terms of evaluative criteria by content analysis of existing materials used or potentially useful to the requirements of the new adult reader;
- a special study and analysis of literature written by the readers themselves or by others involved in literacy programs;
- analysis of materials required or promoted for use among adult students in national adult literacy program;
- collection of data about adult new readers;
- a survey of a large enough sample of the readers to obtain directly from the reader demographic information and his evaluation of reading and reading materials;
- an investigation of readers and materials in an experimental study in which interrelationships between readers and materials may be recorded and observed.

In summary the five studies are: materials analysis, population study, national adult literacy agency study, guided reading vs. free reading (Norfolk, Va.), and indigenous creative literature.

Appropriate survey instruments will be constructed for each part of the study. The instrument of evaluation of materials is the tentative criteria already established which will be subject to change as indicated by the findings in the field studies.

Because the materials analysis study is the central part of the entire project, the activities preliminary to content analysis of materials have been a major segment of accomplishment during the planning year. The identification and assembling of reading materials for study was initiated and will continue to the cut-off date of June 1970.

Both the study collection for the Adult New Reader (ANR) and the criteria for evaluation are sources of data for the field studies whenever knowledge of nature of the reading materials or specific titles are needed for incorporation in interview schedules, Norfolk reading collection, agency programs.

The ANR collection to date includes 1,131 books in hardcover and paperback, with over 200 additional titles on order. An alphabetical author index to the collection has been prepared, and a subject guide is in process. Over 40 publishers of special ANR materials have been contacted. Sources for the ANR materials have been bibliographies of materials used primarily by 12 agencies and public libraries of large cities. (See Appendix A.) Materials in English for the Spanish speaking adult new reader pose a special problem because of their scarcity.

The bibliographical record of titles is a most important tool. It contains necessary bibliographical information and notations and comments about each title. To date 2,430 books are listed in 41 loose leaf notebooks which facilitate addition of data as it is secured.

An intensive review of the studies reported by reading specialists, social scientists, and adult educators was preliminary to the development of the initial (i.e., tentative) criteria and for compiling the bibliographical review of the research literature.

Contacts and tentative agreements were made with each of the potentially cooperative public libraries in regard to the arrangements for the field studies. Materials resource and advisory assistance was obtained throughout the year. Current public library and adult literacy programs were identified and contacted through reports in library literature, the advisory committee, and field visits. The end result of this consideration was the decision to invite cooperation and support of 13 public libraries. The cooperating libraries agree:

- to be a part of the research and to contribute to it;
- to incorporate extra tasks entailed by cooperation;

- to support the objectives of the research;
- to make available the advice and assistance of their experienced staff.

These libraries have several common characteristics. They have:

- innovative public service programs;
- an adequate representation of readers;
- the existence of strong resources within the library to serve the disadvantaged adult of the inner city;
- the willingness to support research;
- the means to work cooperatively within the fact collecting techniques;
- a coordinated program of materials service to a substantive program of one or more adult literacy agencies.

The geographical coverage is as reasonable as was possible within the limitations of the location of the public libraries able to meet the demands of the study.

The cooperating public libraries include:

Materials Resources

High John Library, Fairmount Heights (Md.)
New Haven Public Library, New Haven (Conn.)

Population Survey

Enoch Pratt Free Library, Baltimore (Md.)
Cleveland Public Library, Cleveland (Ohio)
Brooklyn Public Library, Brooklyn (N.Y.)
Denver Public Library, Denver (Colo.)
New York Public Library, New York (N.Y.)
Los Angeles Public Library, Los Angeles (Calif.)
Madison Public Library, Madison (Wis.)
Milwaukee Public Library, Milwaukee (Wis.)
Free Library of Philadelphia, Philadelphia (Pa.)

Experimental Study

Norfolk Public Library, Norfolk (Va.)

V IMPLICATION OF THE STUDY

The generalizations that are produced from the study will be stated as hypotheses to be subjected to further study rather than to the identification of the relationship of a number of variables. The results of this study would provide information directly pertinent to the criteria which the research is attempting to establish. Those materials that had

been identified previously and which might appear in other programs should be found useful in opinions of participants. In addition, new materials, when they are evaluated, should produce similar or identical criteria. If there are new evaluation criteria, it will result in the modification of the initial (i.e., tentative) criteria.

The final evaluative criteria should be applicable to the selection and use of materials by librarians in public libraries and teachers in adult education programs and to the creation of materials by serving as a guide to authors and publishers.

The findings also may indicate the extent of the need and demand for such reading materials.

APPENDIXES

APPENDIX A--SOURCES OF MATERIALS FOR THE ADULT NEW READER

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PHASE I: THE PLANNING YEAR
FINAL REPORT

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Lyman, Helen H.

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IDENTIFIERS LIBRARY MATERIALS RESEARCH PROJECT, University of Wisconsin--Madison

AUSTRACT

This is the final report for the first year of a projected four-year study of library materials in service to the adult new reader. Bridging the gap between minimal literacy skills and the reading habit is essential to the purposes of the literacy program: employability, good citizenship, and fulfillment of personal potential. Literacy programs have been weakest in bridging this gap. One of the major obstacles to teaching the functionally illiterate adult to read, and to encourage him to continue reading is finding appropriate and interesting materials related to the new reader's needs. Publishers have been slow to produce these because they are uncertain about what is needed; teachers and librarians experience difficulty in selecting materials for the same reason. The primary objective of this research on library materials in service to adult new readers is to develop meaningful criteria for the evaluation of materials currently available, as well as materials yet to be published, which the adult new reader could employ successfully in meeting the specific needs of his life situation. The accomplishments of the first phase of this study--initial evaluation of some materials and development of the research design--are described.